



Effective teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.

Strategy overview

John Hattie's ground-breaking book *Visible Learning* synthesized the results of more than 15 years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning.

Hattie found an effect size of 0.56 for setting goals (Hattie, 2009).

What is it?

Lessons need clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.

How effective is it?

Research shows goals are important for enhancing performance. It is important to set challenging goals, rather than 'do your best' goals relative to student starting places (Hattie, 2009).





Considerations

Learning goals must provide challenge for all students. By setting challenging goals, the teacher develops and maintains a culture of high expectations. Learning goals should be achievable for students of varying abilities and

characteristics. They must also have a firm base in assessed student needs. Assessment provides teachers with evidence of prior learning, and the information they need to set goals that offer each student the appropriate level of stretch/challenge. Effective teachers design assessment tasks that require students to demonstrate knowledge and skills at many levels. Tasks will include lower order processes like comprehension, and higher order processes like synthesis and evaluation. When teachers explain the connections between learning goals, learning activities and assessment tasks, then students can use learning goals to monitor and progress their learning.





Personal reflection on my teaching practice

Reflective practice provides a means for teachers to improve their practice to effectively meet the learning needs of their students. Brookfield succinctly describes the advantages of reflective practice to teachers as:

- It helps teachers to take informed actions that can be justified and explained to others and that can be used to guide further action.
- It allows teachers to adjust and respond to issues.
- It helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching.
- It helps teachers promote a positive learning environment.
- It allows teachers to consciously develop a repertoire of relevant and context specific strategies and techniques.
- It helps teachers locate their teaching in the broader institutional, social and political context and to appreciate that many factors influence student learning.





This strategy is demonstrated when the teacher:

- assesses students' prior knowledge

Reflection on my practice:

- uses evidence to differentiate learning goals for groups of students based on need

Reflection on my practice:

- demonstrates a purpose for learning by linking a specific activity to the learning goals

Reflection on my practice:

- provides realistic but challenging goals, and recognises effort towards achieving them.





Reflection on my practice:

This strategy is not demonstrated when the teacher:

- implies by words or actions that some students are not expected to achieve the learning goal

Reflection on my practice:

- praises all work regardless of quality and effort

Reflection on my practice:

- assesses student work against other students' work, rather than against prior achievement and individual learning goals.

Reflection on my practice:





This strategy is demonstrated when students:

- actively engage with the learning goals to plan their own learning

Reflection on my practice:

- self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals

Reflection on my practice:

- frame future learning goals based on identified strengths and areas for improvement

Reflection on my practice:





Continuing the practice

Teachers set learning goals that explain what students need to understand, and what they must be able to do.

Teachers use student assessment data and prior learning to set learning goals.

Teachers design learning activities and assessment tasks that reflect the learning goals.

Teachers set explicit, challenging and achievable learning goals for all students, drawing on students' backgrounds, interests and prior knowledge.

Teachers work together to design learning activities and assessment tasks that require students to demonstrate knowledge and skills at many levels.

Teachers make explicit the connections between learning goals, learning activities, and assessment tasks.

Teachers develop and maintain a culture of high expectations for all students by setting challenging learning goals.

Teachers use moderation of student assessment tasks to refine learning goals, and to provide appropriate levels of challenge for each student.

Teachers support students to use learning goals to monitor and progress their learning. They encourage students to review and set their own learning goals.





A culture of high expectations for all students is embedded.

Students regularly set their own learning goals, self-reflect and evaluate, and share feedback with peers.

Teachers support students to use evidence to personalise and revise their learning goals, based on identified strengths and areas for improvement.

Teachers use data to evaluate the impact of setting goals to raise achievement and engagement levels.

